DOCUMENT RESUME

ED 297 929 SE 046 595

TITLE Teacher's Guide to Advanced Placement Courses in Biology.
INSTITUTION College Board, New York, NY.
PUB DATE 84
NOTE 96p.
AVAILABLE FROM The College Board, 45 Columbus Ave., New York, NY 10023-6917 ($5.00).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Advanced Courses; *Advanced Placement Programs; *Biology; College Science; *Course Descriptions; Laboratory Experiments; Science Education; Science Experiments; Science Instruction; Secondary Education; *Secondary School Science; Surveys

ABSTRACT

The College Board's Advanced Placement (AP) biology program is explained and options within it are explored in this guide for teachers. Experienced AP biology teachers were surveyed for information concerning approaches that were effective in their programs. Descriptions and suggestions from the 14 respondents are reported in the area of: (1) course content (reviewing topics covered in the course); (2) identification of AP students (explaining course prerequisites and selection processes); (3) time management (discussing scheduling problems and formats); (4) laboratory equipment (stating how laboratory needs could be addressed); (5) textbooks (listing frequently used materials); (6) course descriptions (offering program overviews of 14 successful courses); and (7) sample laboratory exercises (containing explanations and procedures for 21 investigations). (ML)

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